DOCUMENT RESUME

ED 133 056 PS 008 983

AUTHOR Tutalo, Anthony J.
TITLE First Grade Pilot Project.
PUB DATE 1 Jun 76
NOTE 123p.; Ed.D. practicum, Nova University

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Academic Achievement; Aural Learning; Diagnostic Tests; *Elementary Education; Formative Evaluation; Grade 1; *Intervention; Parent Participation; Phonics; *Pilot Projects; Practicums; *Program Development; Questionnaires; Reading Diagnosis; *Remedial Reading Programs; *Screening Tests; Summative Evaluation; Visual Learning

ABSTRACT

This document describes the development, implementation, and evaluation of a program aimed at increasing the level of achievement of first-grade students at the Edmund W. Flynn Model Elementary School. The diagnostic and placement procedure developed allowed for student placement in programs aimed at individual strength while providing remediation in areas of weakness. Programs were developed to respond to identified needs. Included in the document are sections on parent orientation sessions, the screening program, student placement, visual and aural reading approaches, remediation programs and parent activities, including a parent-reading workshop. There is a formative and summative evaluation of the program. Appendices include questionnaire forms; descriptions of community agencies; test results; and tables which correlate specific objectives, methods to obtain objectives, and evaluative procedures for the visual program. (Author/MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133056

11'76 PS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JUL 6 1976

FIRST GRADE PILOT PROJECT

By

Anthony J. Tutalo

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University.

PS 008983

Providence Cluster
Ian D. Malcolm, Coordinator

Maxi II Practicum
June 1, 1976

This practicum report was submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University National Ed.D. Program for Educational Leaders, Ft. Lauderdale, Fla.

TABLE OF CONTENTS

		Page
I.	FIRST GRADE PILOT PROJECT	
	A. Abstract	i
	B. Introduction	1
	C. Responsibility	5
	D. Strategy	5
	E. Implementation Procedure	6
II.	PROGRAM IMPLEMENTATION	20
	A. Parent Orientation Sessions	20
	B. Screening Program	26
	1. Table A - Goal 1	26
	2. Table B - Goal 2	27
	3. Table C - Goal 3	27
	4. Table D - Goal 4	28
	C. Student Placement	30
	1. Table E - Auditory Learners	31
	D. Phonics Approach - Total Reading Program	33
	E. Visual Approach - Visual Reading Program	35
	1. Table F - Visual Learners	36
	2. Table G - Visual Reading Program Goals	37
	F. Remediation Program	38
	1. Table H - Auditory Perception Remedial Group	39
	2. Table I - Visual Perception Remedial Group	40
	3. Table J - Language Development Remedial Group	41
	4. Table K - Basic Concepts Remedial Group	43
	G. Parent Reading Workshop	44
	H. Parent Conferences	44
	I. Other Parent Activities	45
III.	FORMATIVE EVALUATION	46
	A. Table L - Student Referrals	47
IV.	SUMMATIVE EVALUATION	53
	A. Table 1 - Auditory Learners - Pre and Post Test Results	56
	B. Table 2 - Auditory Pre and Post Test Control Group Design	58
	C. Table 3 - Visual Learners - Pre and Post Test Results	61

TABLE OF CONTENTS (cont.)

		Page
D.	Table 4 - Visual Learners - Pre and Post Test Control Group Design	62
E.	Table 5 - Auditory Perception Remedial Group - Pre and Post Test Results	64
F.	Table 6 - Visual Perception Remedial Group - Pre and Post Test Results	66
G.	Table 7 - Language Development Remedial Group - Pre and Post Test Results	68
H.	Table 8 - Basic Concepts Remedial Group - Pre and Post Test Results and Control Group Design	70
I.	Table 9 - California Achievement Test - Post-Test Control Group Design	72
V.	APPENDIX A - Referral Form for Pupil Personnel Team	74
VI.	APPENDIX B - Parent/Teacher Conference Form	75
VII.	APPENDIX C - Specialist Form	76
VIII.	APPENDIX D - Community Agencies	77
IX.	APPENDIX E	
A.	Classification of BTBC Concepts	82
B.	Behavior Checklist	83
X.	APPENDIX F	
A.	Registration Form	84
B.	Emergency Form	85
C.	Health History	86
D.	Family History Form	87
XI.	APPENDIX G	
A.	Visual Test Results	89
B.	Auditory Test Results	91
C.	Basic Skills Test Results	92
XII.	APPENDIX H - Visual Program Goals	94
XIII.	APPENDIX I - Monitor Reports	104

ABSTRACT

The purpose of this practicum was to develop a program aimed at increasing the level of achievement of first grade students at the Edmund W. Flynn Model Elementary School. A program was developed, implemented, and evaluated. The diagnostic and placement procedure developed allowed for student placement in programs aimed at individual strength while providing remediation in areas of weakness. Programs were developed to respond to identified needs. As a result of the positive effect of the program, similar projects will be implemented in several schools during the 1976-77 school year. It is important to note that this program was developed and implemented at no additional cost to the Providence School Department.

INTRODUCTION

The early identification of children with learning difficulties or learning "differences" and the structuring of programs to respond to those identified needs have not been widely evidenced in regular education. The testing program for grade one at the Flynn School, prior to the implementation of this practicum, was aimed at evaluating children in terms of academic achievement. The resulting instructional grouping of low, medium, or high, indicated the need for varying the rate of instruction but not the method. The method of instruction was the same for each group. The inability of many children to perform in a manner commensurate with their estimated potential and the extended period of time elapsing between school entry and the identification of possible learning problems indicated a need to reassess the instructional groupings. It became apparent that a diagnostic screening procedure was needed that could determine not only the level of entry and approximate rate of learning, but also the preferred learning style (i.e., the learning strengths and weaknesses). Given this information, instructional groups could reflect the identified needs of the children tested in terms of alternative supportive and/or remedial programs. The purpose of the screening and the resulting instructional groups then, was the prevention of educational disabilities to whatever degree possible. Also,

instruction was to be aimed at the strengths of the learner.

The first grade pilot project is based on the premise that children learn differently and that they learn better when instructed according to their preferred modality. Also, early identification of learning style/preferred modality is a determining factor in individualizing instructional programs. The assumption being that it is possible to determine learning style-preferred modality by testing and observing behavior. Children were tested in groups of 10 or 12. Two teachers administered the test: one teacher giving directions; one teacher recording behaviors. Individual student profiles were charted based upon the test results. Those children who evidenced better visual than auditory strengths were given an alternative to the traditional phonetic approach to reading. This group was scheduled for a visual (whole work) approach for initial reading instruction. The individual student profiles further indicated those areas in which each child could benefit from remedial instruction. This instruction was also provided.

A second important aspect of the program was the involvement of the Pupil Personnel Team in assisting first grade teachers and the school administration in meeting the total needs of each child. This team approach enabled the school administration to utilize the expertise of personnel in different professional areas. The team was made up of myself, the assistant principal, liaison teacher, guidance counselor,

social worker, diagnostic prescriptive teacher, and the school nurse. As a result of testing and/or observing procedures, children were identified as having possible deficits which would affect learning. Referrals were then made to the team, and appropriate action was taken. Also, during the school year this process continued. It was the function of the Pupil Personnel Team to intervene as early as possible in a child's schooling to provide programs aimed at remediating deficit areas. This team approach was also utilized at other grade levels.

A third very important aspect of this program was parent involvement. Parents were asked to participate in several workshops during the school year. The purpose of the workshop activities was to keep parents informed as to their child's progress throughout the year, to explain the reading program, and to give parents information as to activities that can be conducted at home that would compliment the school program. It was not the intention of this project to train parents to be teachers. The intent of this section of the project was to keep parents informed about their child's progress and the type of reading program being implemented. Also, activities were planned so that parents would not place their children under continuous pressure to learn to read.

As a result of this project, the administration and faculty at the Flynn School were able to develop and implement a procedure allowing for student placement in programs aimed

at individual strengths while providing remediation in areas of weakness. As a result of the positive effects of the program, plans are underway for implementing similar projects in several schools. Also, the Flynn School will continue working to develop a more sophisticated program and thereby improve the academic performance of Flynn students.

FIRST GRADE PILOT PROJECT

Responsibility

As Principal of the Edmund W. Flynn Model School, I assumed major responsibility for developing and implementing a program allowing for student placement in programs aimed at individual strengths while providing remediation in areas of weakness. Assistance in developing and implementing this program was received from members of the Flynn administration, the Diagnostic Prescriptive Teacher assigned to Flynn from the Special Education Department, other members of the Pupil Personnel Team, and the four first grade teachers. It is to their credit that the program resulted in positive effects on the children being served.

Strategy

Prior to the beginning of the 1975-76 school year, I took the following steps in the planning and implementation of the First Grade Pilot Project at the Edmund W. Flynn Model Elementary School.

1. Developed a plan to prevent potential learning problems by coordinating the services of the following:

    a. Classroom teachers, school nurse, guidance counselor, social worker, liaison teacher,

diagnostic prescriptive teacher, teacher aides, tutors, parents and administrators at the school level.

b. School Clinic.

c. Family Service.

d. Rhode Island Hospital - Pediatric Interns at our school; Primary Care Unit; Child Development Center.

e. Rhode Island College Learning Center.

f. Youth Guidance.

g. Student Relations Office.

h. Child Welfare Services.

2. Developed a screening procedure which would aid in identifying each child's learning strengths for the purpose of instructional grouping.

3. Developed an observation checklist which, in conjunction with the screening battery, would aid in identifying each child's learning weaknesses for the purposes of remedial grouping.

4. Presented the program proposal to the Special Education Administrator with respect to the identification of learning disabilities for purposes of dissemination. As a result of this contact, the Special Education Administrator maintained the service of a Diagnostic Prescriptive Teacher on a full time basis at Flynn.

5. Developed a proposal for approval by the State Department of Education for ten released time days. These released time days were utilized in implementing the parent and screening aspects of the project.

Implementation Procedure

The first step in the implementation procedure was for me, as Principal, to coordinate the services of school and

non-school personnel to better meet the total needs of students. As a result, a Pupil Personnel Team was established at the school level for purposes of utilizing the expertise of personnel in different professional areas. The team was made up of myself, the assistant principal, liaison teacher, guidance counselor, social worker, diagnostic prescriptive teacher, and the school nurse. Also available to the Pupil Personnel Team was a social worker assigned to the School Clinic and the school system psychologist. These people attended Pupil Personnel Team meetings on a need basis. Upon completion of the organization of the team, the following procedure was established.

Step 1 - A referral to the team could be initiated by any member of the team, by the classroom teacher, special area teacher, or parent. Generally, referrals were initiated by classroom teachers. For this purpose a short referral form was developed by the team. The information requested that the classroom teacher answer three questions: (1) State the child's problem; (2) State the methods implemented by the teacher to resolve the problem; and (3) State the child's strengths. (See Appendix A)

Step 2 - The submission of the initial referral form automatically initiated a Pupil Personnel Team Conference. This conference would be held within two weeks from the date the referral form was submitted. Prior to the team conference, the following information was collected.

a. Testing information - Permanent Record Card.
b. Family history - Accumulated by Social Worker.
c. Information from previous teachers; parent/teacher conference forms. (See Appendix B)
d. Information from special area teachers; specialist form. (See Appendix C)

Step 3 - Once appropriate information was gathered, a conference would be held at one of the weekly Pupil Personnel Team meetings. Members of the team; the classroom teacher; area specialists, when appropriate; and other school department personnel, when appropriate, would attend. At this meeting, the case would be presented and agreement reached on how best to meet the needs of the child. Recommendations would range from minor classroom modifications to a complete testing battery including a physical, psychological, and educational evaluation.

Step 4 - A follow-up conference was also scheduled within a four week period, or as soon as possible, depending upon the recommendations made in Step 3. At this time the appropriate personnel would re-evaluate the situation and make further recommendations. They might range from continuing the recommendations previously discussed to referral to an outside agency for assistance.

Step 5 - The case referred to the team would ramain open until final disposition. This could be placement in a special class, graduation, or until the team and all concerned parties agreed that the problem had been resolved.

Prior to the 1975-76 school year and the implementation

of this effort, the Flynn School utilized the Pupil Personnel Team approach. Meetings were scheduled on a need basis. As implemented, little priority was given this concept, and the performance of the team in terms of meeting the needs of the students was less than desirable. To improve the performance of the team, a time-table approach was established. The Pupil Personnel Team would meet each Friday from 9:30 to 11:00 A.M. All team members were required to attend and were responsible for planning their daily schedule so as not to interfere with meetings. In effect, the Pupil Personnel Team had first priority. For each meeting, team members would review one or two new referrals. This would be done within a 45 minute time block. The team would then utilize the next 30 minutes for discussion of a student previously referred to the team. This is called the follow-up conference. The remaining 30 minutes would be utilized for reviewing recommendations previously discussed and for assuring that team members received assignments based upon the recommendations. This procedure along with the five steps previously discussed resulted in a team approach which utilized all available expertise in meeting the needs of Flynn students.

If it is determined by the Pupil Personnel Team that the student's needs were beyond the scope of the services available at the school level, a referral would be made to the appropriate community agency. (Turn to Appendix D for several of the agencies utilized by the Flynn School.)

The second step in the implementation procedure was to develop a screening program which would aid in identifying each child's learning strengths for the purpose of instructional grouping. It was apparent that the diagnostic screening procedure had to determine not only the level of entry and the approximate rate of learning, but also the preferred learning style. This was accomplished by selecting testing materials that would best measure readiness skills. The following tests were selected in meeting the above objectives.

1. Slingerland Pre-Reading Screening Procedure - The tests included in this procedure are intended for use with small groups of children. They provide a method for identifying, within a reasonable time from among a large number of children, those that may have difficulty in beginning instruction. The test was administered to the entire first grade population in order to identify those children making errors in perception and recall of language symbols. This often indicates the possibility of specific language disabilities. The Slingerland Pre-Reading Screening Procedure was necessary as a means of assisting the school to identify the following first grade academic needs.

a. Children who show readiness to learn to read, write, and spell when taught by any conventional method.

b. Children who, while appearing ready, show indications of specific language disability calling for immediate preventive instruction.

c. Children who appear ready to begin but show potential language and perceptual difficulties that should be watched in case they become serious problems later.

d. Children who show language confusion and lack of readiness, but who have mental and chronological ages so far below six years that allowing more time for development before formally introducing them to reading appears best for them.

e. Children who appear unready in all areas and need a time delay and a variety of activities to foster maturational, mental, and language development regardless of chronological age.

f. Children who need additional testing or referral for medical advice.[1]

The following tests are included in the Slingerland Pre-Reading Screening Procedure.

Test 1. Visual - Discrimination of Letter Forms With Motor Response.

Test 2. Visual - Discrimination of Word Forms With Motor Response.

Test 3. Visual - Visual Perception Memory With Motor Response.

Test 4. Visual - Motor, Copying, With Motor Response.

Test 5. Visual - Motor, Visual Perception Memory With Motor Response.

Test 6. Auditory - Discrimination With Motor Response.

Test 7. Letter Knowledge With Motor Response.

1. Beth H. Slingerland, Teacher's Manual to Accompany Pre-Reading Screening Procedures, Page 1.

2. Metropolitan Readiness Tests - The tests in this procedure are intended for use with small groups of children. They are intended to measure skills and abilities that indicate readiness for first grade instruction. The chief factors that contribute to readiness for first grade instruction include "linguistic attainments and aptitudes, visual and auditory perception, muscular coordination and motor skills, number knowledge, and the ability to follow directions and to pay attention in group work."[2] Since several tests are being utilized in conjunction with the Metropolitan, it is not necessary to administer the total battery of tests to all first grade children. The following are the tests selected and the rationale for their use.

Test 1. Word Meaning, a 16-item picture vocabulary test. This test measures verbal concepts and indicates the breadth of a child's oral vocabulary. It was selected for those students observed as having difficulty following directions and who did poorly on Test 2 of the Metropolitan - Listening. Poor results on this test would indicate those children who would benefit from remediation in language development. The test would then serve as a pre and post test measure.

2. Gertrude H. Hildreth, Ph.D.; Nellie L. Griffiths, M.A.; Mary E. McGauvran, Ed.D.; Metropolitan Readiness Tests, Manual of Directions, Form A, Page 3.

Test 2. Listening, a 16-item test of ability to comprehend phrases and sentences instead of individual words. This test measures the child's ability to comprehend phrases and sentences. As required in the first grade, the child must attend to what is said and keep ideas in mind for brief periods of time. This test was administered to the entire first grade population.

Test 3. Matching, a 14-item test of visual perception involving the recognition of similarities. It measures visual-perceptual skills which are related to those involved in discriminating word forms in beginning reading. This test was selected for those students scoring poorly on Test 1 and Test 2 of the Slingerland, visual discrimination of letter forms and visual discrimination of word forms. Poor results on this test would then indicate those children who would benefit from a remedial group on visual perception. The test would then serve as a pre and post test measure.

3. Gates-MacGinitie Reading Tests - The tests are intended for use at the beginning of the first grade with small groups of children. Since it is being administered in conjunction with several other tests, it is necessary to administer only three of the eight subtests available. The following subtests were selected as part of the screening procedure.

Subtest 1. Listening Comprehension. This subtest

measures the child's ability to understand the total thought of a simple story. It was selected for this screening procedure to assist in measuring the inefficiencies of students in areas of receptive language and areas of comprehension. The Metropolitan Readiness Test 1 was also administered for this purpose.

Subtest 2. Auditory Discrimination. This subtest measures the child's skill in distinguishing two words of similar sound. This test was selected for use in conjunction with the Slingerland Pre-Reading Tests 1 and 2. It will allow for comparing test scores for auditory discrimination and visual discrimination.

Subtest 7. Auditory Blending. This subtest provides information about the child's ability to join the parts of a word, presented orally, into a whole word. It was selected to be administered to the entire first grade population. Children having difficulty on this test and the Slingerland Test 6 would benefit from remediation in auditory discrimination.

4. Boehm Test of Basic Concepts - This test is designed to measure a child's mastery of the basic concepts necessary for success in the first two years of schooling. It is appropriate for use in grades kindergarten, 1, and 2. For purposes of this screening program, the test was selected to identify children's deficiencies in the areas of basic

concepts and also to identify children that would profit from instruction on individual concepts. Children having problems in the area of basic concepts would be selected for remediation. The test would then serve as a pre and post test measure. The basic concepts on this test and the context category of each concept is listed in Appendix E of this project.

5. Kindergarten Auditory Screening Test - The purpose of this test is the early identification of children who may have auditory perceptual difficulties. Auditory perception involves the ability to organize, interpret, and understand what is heard. A deficit in the area of auditory perception may result in auditory messages becoming distorted, confused, or blocked. Since children learn mostly by listening, a deficit in this area generally results in academic difficulties. Remediation and auditory training can assist the child in overcoming this deficit before encountering serious difficulties in academic areas.

6. California Achievement Test - This test was selected for use in the summative evaluation of this report. It will provide necessary data in determining the success of this effort.

The third step in the implementation procedure was to develop an observation checklist which, in conjunction with

the screening battery, would aid in identifying each child's learning weaknesses for the purpose of remedial grouping. Observations of children during testing is necessary to ensure that proper conditions exist prior to and during the testing period. It is the responsibility of the observer to ensure that each child is on target and that the child's inability to answer test questions is not related to any factors other than not knowing the answer. Also, it is the observer's responsibility to detect behaviors which may result in the child's inability to perform academically at the first grade level. The behavior checklist included the following behaviors:

1. Uncooperative; refuse to participate.
2. Hesitant to respond.
3. Seeks constant reassurances.
4. Cried.
5. Excessive erasures; corrections.
6. Frequently looks at the work of other students.
7. Asks for repetition of directions.
8. Looks confused regarding directions.
9. Did not follow directions.
10. Asked irrelevant questions.
11. Easily distracted from task.
12. Evidenced frustration; anger.
13. High level of activity.
14. Rubbed eyes.
15. Squinted at distant stimuli.
16. Worked close to paper.
17. Had difficulty turning paper.
18. Awkward pencil grip.
19. Dropped pencil/crayon.
20. Difficulty moving marker.
21. Left-handed.
22. Additional observations and comments regarding behavior (thumb sucker, restless, etc.). (See Appendix E)

The fourth step in the implementation procedure was to develop a plan that would encourage parent interest,

cooperation, and participation in their child's education. This would be accomplished by allowing parents to actively participate in the planning of programs, by informing parents of all aspects of their child's education, and by allowing parents to participate in the educational process as determined by the needs of the individual child. In order to meet these goals, the following program was established for parent activities throughout the school year.

1. Parent Orientation - During the first week of school, parents of incoming first grade students would be invited to attend an orientation session. At this session, parents would be given the necessary information regarding all aspects of the school program. Orientation sessions were scheduled for September 3rd, 4th, and 5th. Parents would attend, in groups of thirty, one of the above days.

2. Parent Workshop - Approximately one month into the school year, a reading workshop would be scheduled for parents. At this workshop, parents would be informed as to their child's reading program. They also would be given instruction as to how they could assist their child in successfully performing in the program. The program selected for each child would be determined by the screening procedure. The children would also demonstrate to the parents how they had progressed during the first few weeks of school.

3. Parent Conferences - Twice during the school year parents would be invited to attend a conference to discuss

their child's progress. At this conference, parents would be informed of areas of strength and weakness in the social as well as academic behavior of their child. As a follow-up to the workshop, parents would also be given suggestions for helping the child at home in areas of need. In this way, the parent becomes a partner with the school in working towards meeting the individual needs of each child. Parent conferences were scheduled during November and April.

4. Parent Advisory Board - During the orientation session at the beginning of the school year, parents were encouraged to actively participate in school affairs. Parents were given an opportunity to join the parent advisory group. Meetings were scheduled on the first Tuesday of each month. At these meetings, parents had an opportunity to participate in the planning of educational programs, assist in the development of the school budget, and to sponsor educational programs throughout the school year.

The fifth step in the implementation procedure was to present the program proposal to the appropriate central staff administrators to ensure support for the project. The project was presented to my immediate supervisor, the Planning and Staff Development Manager, and the Special Education Administrator. The project was presented as part of the Five Year Plan submitted by each school. The proposal was accepted by the appropriate personnel. As a result of the contact made

with the Special Education Administrator, the services of the Diagnostic Prescriptive Teacher were maintained at Flynn on a full-time basis.

Once approved by the appropriate central staff personnel, a proposal for approval by the State Department of Education for ten released time days was presented. These released time days were utilized in implementing the parent and screening aspects of the project. As a result of the approval of the ten released time days, all phases of the project were implemented during the school day. This was important in that no funds were available for workshop or other activities after school.

By September, 1975, the planning and implementation design had been completed. A screening and placement procedure was established that would ensure the implementation of programs aimed at the identification of individual strengths and weaknesses and also provide educational programs to respond to those needs. Implementation of the program was the next step and would take place when the school year began.

PROGRAM IMPLEMENTATION

The implementation of the first grade pilot project consisted of several components. They included the parent component, student screening, student placement, student remediation, and program evaluation. The success of the project was contingent upon proper implementation of each component as stated in the Implementation Procedure of this report. The following is an item-by-item description of each stage of program implementation in the time frame it occurred. For purposes of organization, however, the formative evaluation, although ongoing throughout this effort, will be included in the last section of this report.

Parent Orientation Sessions

Parent orientation activities were conducted on the 3rd, 4th, and 5th of September. Approximately thirty parents attended each of the three orientation sessions. This allowed each of the ninety parents of incoming first grade students to attend an orientation session and participate in the scheduled activities. The orientation session lasted approximately two hours and included the following activities.

1. Opening Address - As principal, I delivered the opening address. It included a statement of the school

philosophy on the importance of parent involvement in the education of their children. Parents were also informed of the school's expectations as to the level of involvement that would be expected. The following is a brief summary of the opening address.

> "During the first five years of life, everything your child learned was the result of your efforts as parents. During the next several years, the continued progress made by your child will depend, to a greater extent, on you. You cannot obsolve yourself of the responsibility for your child's education because he is enrolled in school. This happens all to often and certainly will not be in the best interest of the child."

Following this, parents were presented with the school's philosophy on the importance of a positive self concept.

> "The development of a positive self concept is necessary for proper development of the whole child. The child's willingness to learn, his academic achievement, and his social behavior is directly related to how he feels about himself. As parents, you play a major role in the development of a positive self concept. Do not compare your children's abilities. When discussing academic achievement, do not use negative terms such as 'you are stupid' or 'you must be slow.' When correcting poor social behavior, only be concerned with the inappropriate behavior, not the child personally. Do not say 'you are a sneak', etc.; only discuss the behavior."

2. School Personnel - Upon completion of the opening address, I introduced the first grade teachers and members of the administrative team. Each team member then gave a short introduction as to her role in meeting the needs of the children. The following personnel were introduced.

a. Assistant Principal - It is the role of the assistant principal to maintain adequate discipline to assure an educational environment conducive to learning. Parents will be informed as to their child's behavior, both good and bad, as it relates to this goal.

b. Guidance Counselor - It is the role of the counselor to work with children in the areas of self-concept, self-awareness, social adjustment, career awareness, and school adjustment. This would be accomplished by large and small group sessions, and individual counseling sessions, when appropriate. The counselor would also be working with parents in achieving the above goals.

c. Social Worker - It is the role of the social worker to work with families having problems affecting the child's ability to function in school. The areas of concern are absenteeism, improper dress, improper care, housing needs, and financial problems.

d. Diagnostic Prescriptive Teacher - It is the role of the DPT to assist the classroom teacher in the development of educational plans for individual students with special needs. Educational testing is also provided to assist the school in determining learning deficits of these children. Parents are informed of such testing and are required to assist the school by taking the child to an outside agency if appropriate. This may simply mean a visit to the eye doctor or a complete medical evaluation.

e. Community Liaison Teacher - It is the role of the community liaison teacher to encourage parent and community participation in the activities of the school. The community liaison teacher serves as coordinator of community programs within the school, such as high school and college tutorial programs.

f. School Nurse - It is the role of the school nurse to care for the health needs of students. The school nurse will also maintain health records and inform appropriate staff as to conditions which may impair the students' ability to learn.

3. Screening Program Presentation - The next step in the orientation program included an explanation of the screening program. Parents were informed as to the tests given, the purpose of the tests, and possible results of the testing information. Parents were informed that test results would assist the school in identifying the following individual needs.

a. Preferred Modality - To determine appropriate reading program for each child. Visual and auditory programs were explained.

b. Deficit Areas - To determine areas of weakness of individual students who might benefit from a remediation program. This would include the areas of auditory and visual perception, motor coordination, and language development skills.

c. Learning Disabilities - To identify deficit areas that are so severe that extended remediation and evaluation is necessary. This may necessitate referral to special education and/or a complete medical evaluation.

4. Flynn School Programs - The next step in the orientation program was to give parents an overview of the programs at Flynn. These included programs in the areas of Reading, Math, Science, Music, Art, Physical Education, and Health. Basically, it was explained to parents that the above programs were available to all students; also, that they were available on a much more extensive basis. An example is in the area of art. All children are scheduled for art on a regular basis, as in other schools, for basic art content. The

curriculum presented during this class will be similar to that presented in most art programs. In addition to this, however, children also participate in the "Art Studio" program. In this program, children are assigned to the art room in small groups and are given an opportunity to participate in art activities of their choice. This allows children to work in a situation which encourages choice and allows for a creative atmosphere.

5. Request for Information - The next step was for parents to complete all necessary registration forms, health forms, emergency forms, and family history records. This information was compiled for a student folder to be used as indicated by the needs of each individual child. Appendix F includes all information requested at the orientation session.

6. Closing Remarks - As principal, I addressed the parents for some closing remarks. During the closing remarks, I summarized what was stated previously in terms of the importance of parental involvement and what that would mean for the parents of children attending Flynn. The following are the activities planned for parents to attend.

a. Reading Workshop - This workshop would be held in October. At this time parents would be informed as to their child's reading program, auditory or visual, and how they could help their child at home.

b. Parent Conferences - Parents were informed that conferences would be held in November and again in April for the purpose of informing them of their child's progress and also what they should be doing at home to assist their child.

c. School Attendance - Parents were told that their primary responsibility is to impress upon their children the importance of attending school. As an example, they should attend all functions requested. This included an Autumnfest, Reading Workshop, Parent Conferences, and Parent Board Meetings.

In summary, parents were made aware of their responsibility in terms of the role they were expected to play in the educational process. They were also made aware of the educational programs and the personnel available to students attending the Flynn School. Parents were given all the necessary information during the Parent Orientation Session to make them full partners with the school in providing the most meaningful education for their children. The Parent Orientation Program resulted in a better understanding, on the part of the parents, of the educational process. It also resulted in better communications between the home and school, and most importantly it resulted in a more positive educational experience for their children.

SCREENING PROGRAM

The screening program was conducted on the 3rd, 4th, and 5th of September. Approximately thirty students participated in the program on each of the three days. This allowed for the testing of students in small groups as required by the test manuals. The testing program lasted approximately three hours. Students, however, remained in school for the full day. This allowed adequate time for testing, observations, and rest periods. During testing periods, the children were divided into groups of ten or twelve. Two teachers administered a test for each group: one teacher giving directions; one teacher recording behaviors. The following tables list the goals, objectives, and evaluation devices utilized in implementing the screening program.

TABLE A

Goal 1 - To determine which children are appropriate candidates for the traditional phonics approach.

Objective	Evaluation Procedure
Child will demonstrate ability to discriminate between similar sounds.	Slingerland Pre-Reading Test: Subtest 6; Auditory Discrimination.
Child will demonstrate ability to blend sounds into meaningful units.	Gates MacGinitie Readiness Test: Subtest 7; Auditory Blending.
Child will demonstrate ability to repeat words or phrases in a manner commensurate with the norm for his peer group.	Slingerland Pre-Reading Test: Subtest 8; Echclalia Test - Individual Auditory.

TABLE B

Goal 2 - To determine which children are appropriate candidates for a visual approach to reading.

Objective	Evaluation Procedure
Child will demonstrate ability to discriminate between or among visual stimuli with a degree of accuracy that surpasses his auditory discrimination performance.	Slingerland Pre-Reading Test: Subtest 6; Auditory Discrimination. (Compare) Slingerland Pre-Reading Test: Subtest 1 & 2; Visual Discrimination.
Child will demonstrate ability to recall visual stimuli with a degree of accuracy that surpasses his auditory recall performance.	Slingerland Pre-Reading Test: Subtest 8; Compare Auditory Sequencing and Visual Memory.

TABLE C

Goal 3 - To determine which children exhibit behavior indicative of possible learning or behavior problems that would require further evaluation.

Objective	Evaluation Procedure
Child exhibits inability to deal with the testing situation (ex. frustration, inattention, anxiety).	Review and assessment of pertinent observations from Observation Checklist.
Child exhibits difficulty in understanding and/or following directions.	Review and assessment of pertinent observations from Observation Checklist.
Child exhibits difficulty in focus and attention.	Review and assessment of pertinent observations from Observation Checklist.
Child exhibits difficulty in performing paper and pencil tasks.	Review and assessment of pertinent observations from Observation Checklist. (See Appendix E - Observation Checklist)

TABLE D

Goal 4 - To determine which children are appropriate candidates for small group instruction designed to develop deficit readiness skills.

Objective	Evaluation Procedure
Child will exhibit inefficiencies in areas of receptive language and areas of comprehension.	Metropolitan Readiness Test: Subtest 1; Vocab. Gates MacGinitie Readiness Test: Subtest 1; Listening.
Child will exhibit inefficiencies in areas of visual perception.	Metropolitan Readiness. Slingerland Pre-Reading Test: Subtest 1, 2, 3, 4 & 5.
Child will exhibit inefficiencies in areas of auditory perception.	Slingerland Pre-Reading Test: Subtest 6. Gates MacGinitie Readiness Test: Subtest 7.
Child will exhibit inefficiencies in mastery of basic concepts.	Boehn Test of Basic Concepts: Parts 1 & 2.
	Review and assessment of observed behavior. Behavior Checklist.

Upon completion of the screening program, a profile chart was developed for each child. It included information on the child's ability to perform auditory skills such as auditory discrimination; auditory blending; sequencing; and listening comprehension, and visual skills such as visual discrimination; visual memory; and copying. Also included on the profile chart is a score indicating the child's mastery of basic concepts, his ability to write his name, the alphabet, and numbers from one to ten. The child's raw score on each test was then

translated into a letter score of high, medium, or low for purposes of student evaluation and placement. Appendix G includes tests administered to each student and his score. (See Table E, page 31, for auditory scores of students in Auditory Reading Program and Table F, page 36, for visual scores of students in Visual Reading Program.)

STUDENT PLACEMENT

The successful implementation of the screening program resulted in the compilation of data that would be required in determining the preferred learning modality of each first grade student. The data would also be utilized in determining those students who would be appropriate candidates for the remediation program and those students who would be referred to the Pupil Personnel Team for further evaluation. The student placement component of this report includes information regarding the identification of the preferred learning modality of each student and the reading program implemented as determined the the identified modality.

As stated previously, students were tested to determine the appropriate candidates for the traditional phonics approach. Table E lists the students identified as determined by the testing results. The tests measured the child's ability in the areas of auditory discrimination, auditory blending, and listening comprehension. 67 students were identified as having greater strength in the auditory area. Four of these students, however, scored in the low range on at least one of the tests. They were included as appropriate candidates for the phonics approach, however, as they also scored in the low range in the visual areas. The students identified as appropriate candidates for the phonics approach were placed in the Total Reading Program.

TABLE E

Student Identification	Auditory Blending	Auditory Discrimination	Auditory Sequencing
1	M+	M+	H
2	M	H	H
7	H	H	H
9	M+	H	None
10	M	M+	H
11	M	M+	H
12	M+	M+	H
13	M	H	M
14	M+	H	M+
15	M	H	None
16	M	M	H
17	M+	M	M
18	H	M+	H
19	M	M	None
20	M	L	H
22	M	H	H
25	M	M+	H
26	M+	H	H
28	M+	M-	None
29	M	M	M-
30	M	M+	H
31	M+	M+	M
32	M	H	H
33	M+	M	None
34	H	H	H
35	M+	H	H
36	M	M	H
37	M+	H	M+
38	H	M	H
39	M+	H	H
40	M	M	M+
41	M	M	None
42	L	M	L
43	M	M+	None
44	M-	M+	M+
45	M	M-	M+
46	H	H	None

TABLE E (cont.)

Student Identification	Auditory Blending	Auditory Discrimination	Auditory Sequencing
47	M+	H	M
50	M	M	H
51	M	L	H
52	L	L	None
53	M	M+	H
54	H	H	H
55	M	H	H
56	M+	H	H
57	M	H	H
58	M+	H	None
60	M	M-	H
61	M	H	M+
62	H	H	H
65	M+	None	H
66	H	H	H
67	H	H	H
68	H	H	H
70	M+	H	H
72	M	H	None
73	H	M+	H
74	M+	M	None
76	M	M+	None
77	M+	M+	H
78	M+	H	H
80	M+	H	H
81	M	H	H
82	M+	M	H
83	M+	H	None
84	M-	M	None
85	M-	M	None

PHONICS APPROACH

Total Reading Program

Students identified as being appropriate candidates for the phonics approach were placed in the Total Reading Program. It is a complete language arts program which integrates the teaching of reading, writing, spelling, and speech through an understanding of the phonetic components of the English language. The program was developed with an emphasis on self-reliance in reading and an individualized approach allowing each child to progress at his own rate. "The core of the method is as follows:

SOUNDS OF THE LETTER

The child learns the sounds of the letters of the alphabet by writing them and saying them at the same time. (Throughout the learning process there is a total involvement of the visual, aural, and kinesthetic senses.)

A VOWEL CODE

He learns a vowel code, which he uses to mark the words he writes from the sounds given in dictation by the teacher. Then he can decode the words independently through knowledge of the sounds of the consonants and the vowel code marks.

USE OF PHONOGRAMS

As more words are introduced, he learns the rest of the phonograms, which include diphthongs and the vowel and consonant digraphs. He marks the phonograms in words with the vowel code or consonant sound. As he writes the words, always using them orally in a sentence, he learns certain spelling rules which hold true for most words in the English language.

ORAL TEACHING

At the same time considerable emphasis is placed on oral comprehension readiness and oral creativity.

Beginning reading words are introduced rapidly (eight a day with an average First Grade group). As soon as he can read twenty-five words by sight, the child begins working on sentences, reciting individually to the teacher only when he has mastered the content by himself. He is soon reading stories of four or five lines and matching pictures for comprehension.

As the individualized reading program progresses, he shares in group reading the books of the basel series available in the classroom. He advances to the Kit and Kat comprehension stories and I Can Read By Myself, a collection of familiar fables and stories written to expand his reading ability. During the course of the first year he may read fifty or more library books, and complete comprehension worksheets prepared by Total Reading for the basel texts.

Early in the first year he starts writing his own sentences, and studies a spelling list composed of the errors he makes in his own written work. He advances with confidence to creative writing having no fear of spelling and well prepared for making up his own stories through oral expression of his creative ideas in the early months of school.

Finally he studies the Spelling Rules and spelling words that are grouped systematically to show consistencies as well as exceptions."[3]

If based upon the screening procedure, students could not be identified as having a preferred learning style, they were placed in the Total Reading Program because throughout the learning process there is a total involvement of the visual, aural, and kinesthetic senses. In several cases, students showed equal strength and/or weakness in both the auditory and visual areas.

3. Mary Minor Johnston, Senior Author; Ruth Minor Scanlon, Programs Consultant; Total Reading Manual - Introduction, Pages 4 & 5.

VISUAL APPROACH

Visual Reading Program

Students identified as being appropriate candidates for the visual approach were placed in the Visual Reading Program. Table F on Page 36 lists the students identified as determined by the screening procedure. The tests administered measure the child's ability in the areas of visual discrimination, visual perception memory, copying, and copy memory. 17 students were identified as being appropriate candidates for the visual program. Two of these students, however, scored in the low range on at least one of the tests. They were included as appropriate candidates for the visual approach, however, as their overall performance indicated greater visual strength.

Unlike the phonics program, no one commercial program seemed appropriate for the visual learners. As a result, a visual reading program was developed based upon the identified strengths of the students placed in the visual program. Table G on Page 37 lists the goals developed for the visual reading program. Appendix H includes the goals, objectives, methods, materials obtained to achieve objectives, and an evaluation procedure designed to measure the success of the visual reading program. The program will be revised, if necessary, for the 1976-77 school year.

TABLE F *

Student Identification	Visual Discrimination		Visual Perception Memory
	letter form	word form	
3	M+	M-	M+
4	M+	M+	L
6	M	M	M
8	H	M	M
21	H	M	M
24	M	M	M+
27	M	L	L
48	M	M	M-
49	L	M	M
63	M	M	M+
64	M+	M+	M+
69	M	M-	M
71	M+	M	M-
79	M	M-	M

* Although 17 students were identified as visual learners, 3 students transferred during the school year and have not been included in this table.

TABLE G

Visual Reading Program

Goal 1 - By the conclusion of the school year, 90% of the children will have mastered a sight vocabulary of between 70 to 250 words.

Goal 2 - By the conclusion of the school year, 90% of the children will have mastered all (Twenty-six) letter names and forms (alphabet).

Goal 3 - By the conclusion of the school year, 90% of the children will have mastered association of between 8-20 beginning sounds and symbols.

Goal 4 - By the conclusion of the school year, 90% of the children will have demonstrated ability to unlock (decode) new words through use of: familiar visual elements (word "families," etc.) and substitution of initial consonant with 80-100% accuracy.

Goal 5 - By the conclusion of the school year, 90% of the children will demonstrate ability to unlock new words through the use of beginning sounds and context clues with 80-100% accuracy.

REMEDIATION PROGRAM

The remediation program consisted of remedial groups in the areas of basic concepts, auditory perception, visual perception, and language development. Each group met for a period of eight weeks. Small group instruction was provided each day for a one half-hour period. Approximately forty students were identified as appropriate candidates for the remediation program. Students were selected based upon the individual profile reports as developed during the screening program. The following includes information on each remedial group.

Group 1 - Auditory Perception

The students selected as appropriate candidates for the auditory perception remedial group scored below the 20th percentile on the auditory discrimination tests administered during the screening program. The purposes of the remedial group were to increase the student's ability to discriminate sounds, to increase the student's ability to identify words beginning with the same sound, and to increase the student's ability to distinguish sounds from distracting background noises. The methods and materials utilized to attain the above objectives included Sound Order Sense, Developing Pre-reading Skills Kit, DLM Program for Auditory Perception

Training, and Listen and Do Records. Table H lists the students identified as appropriate candidates for the auditory perception remedial group.

TABLE H

Auditory Perception Remedial Group

Student Identification	Auditory Blending	Auditory Discrimination
3	M	L
6	M-	L
9	M+ *	H *
16	M	M
20	M	L
45	M	M-
48	M-	L
52	L	L
63	M	L

* Student was observed copying. The test was not valid.

Group 2 - Visual Perception

The students selected as appropriate candidates for the visual perception remedial group scored below the 20th percentile on the visual discrimination, visual memory, and copying tests administered during the screening program. The purposes

of the remedial group were to increase the student's ability to differentiate geometric shapes, patterns, letters, words, and numerals; to increase the student's ability to identify and reproduce from memory forms and patterns; and to increase the student's ability to copy a geometric form, letter, or numeral. The methods and materials utilized to attain the above objectives included DLM materials for visual discrimination, Kinesthetic letter and numeral shapes, Dubnoff School Program for Perceptual Motor Development, and Eric Program for Perceptual Motor Skills. Table I lists the students identified as appropriate candidates for the visual perception remedial group.

TABLE I

Visual Perception Remedial Group

Student Identification	Visual Discrimination	Visual Perception Memory	Copying
11	M+	M	L
27	L	L	L
28	L	L	L
41	L	M-	M-
43	L	L	L
50	L	M-	L
51	L	M	L
57	L	M-	M-

Group 3 - Language Development

The students selected as appropriate candidates for the language development remedial group scored below the 20th percentile in the listening and comprehension tests administered during the screening program. The purposes of the remedial group were to increase the student's receptive language ability, to increase the student's ability to comprehend and recall the spoken word, and to increase the student's ability to express thoughts and relate experiences. The methods and materials utilized to attain the above objectives included Developing Pre-reading Skills Kit, Expressive Language Section - Target on Language, Peabody Language Development Kit, retelling a story heard or read, and dramatizing a story heard or read. Table J lists the students identified as appropriate candidates for the language development remedial group.

TABLE J

Language Development Remedial Group

Student Identification	Language Listening/Comprehension
25	M-
36	L
42	M-

TABLE J (cont.)

Student Identification	Language Listening/Comprehension
49	M-
60 *	M
69 *	M
71	M-
76	M-
78	M-
88	M-

* Students were placed in this group based upon their Spanish speaking background.

Group 4 - Basic Concepts

The students selected as appropriate candidates for the basic concepts remedial group scored below the 20th percentile on the basic concepts tests administered during the screening program. The purposes of the remedial group were to increase the student's ability to identify position in space as related to their own body, to increase the student's ability to identify position in space as related to objects in the environment, and to increase the student's ability to comprehend quantitative language. The methods and materials utilized to attain the above objectives included Developing Pre-reading

Skills Kit; Daily Sensor-motor Training Activities; and the DPT Data Bank Materials including gross motor training, movement exploration, kephart activities, and body image and body awareness activities. Table K lists the students identified as appropriate candidates for the basic concepts remedial group. The scores are indicated by percentile rank as required by the Boehm Test. These students were chosen because they scored below the 20th percentile of Flynn students taking the test.

TABLE K

Basic Concepts Remedial Group

Student Identification	Basic Concepts
2	65%
22	65%
26	70%
40	35%
43	50%
55	55%
56	65%
60	50%
61	70%
81	65%

Parent Reading Workshop

In October, parents were invited to attend a reading workshop. Approximately forty-six parents attended. During the workshop parents were provided with information regarding their child's reading program. A demonstration was also presented by the first grade teachers and students. The demonstration included activities performed by students during the reading/language arts block. Parents were also provided with materials and were given suggestions as to activities appropriately conducted at home to assist the child in learning to read.

Parent Conferences

Parent conferences were held in November and again in April. During these conferences, parents were given specific information in individual conferences with the classroom teacher. The information given included the child's performance in the areas of reading and math. Information was also provided to parents in terms of specific skills achieved and skill areas that required further work. For example, a parent was told that her child was performing well in one and two digit addition but was having difficulty with two digit subtraction. The parent was given suggestions as to what should be done at home to help the studnet with the problem area.

Other Parent Activities

Parents were invited to attend Parent Board Meetings on the first Tuesday of each month. During these meetings, parents assisted the school administration in the planning and implementation of all school programs. They also participated in the development of the school budget. During this school year, for example, the Parent Board was responsible for the addition of five classroom aides to the Flynn staff. This was no small task considering the financial difficulties school systems have been facing over the past year. Several parents of first grade children have been actively involved with the Parent Group.

In November, parents were invited to the Flynn School Autumnfest. The Autumnfest is a parent/teacher activity. Its purpose is to bring students, parents, teachers, and school administrators together on an informal basis. Parents were allowed to visit classrooms, talk to teachers, and look at the work completed by the children. This affair was held on a Sunday and improved the relationship between parents and teachers.

FORMATIVE EVALUATION

The implementation of the Maxi II, First Grade Pilot Project, was successfully completed in terms of accomplishing the goals established in the Practicum Proposal, Section 3, "Developing A Practicum Design". A Proposal was developed for a First Grade Pilot Project to be implemented at the Flynn School. The proposal was presented to the appropriate central staff administrators and was approved by them. The following steps were taken in implementing this effort:

1. A plan was developed and implemented to coordinate the services of school and non-school personnel to better meet the total needs of students. A Pupil Personnel Team was established at the school level that allowed for the utilization of personnel in different professional areas. The team was composed of school administrators, the DPT, school nurse, guidance counselor, and social worker. Also, non-school personnel were available to the team on a need basis. The Pupil Personnel Team met on a weekly basis throughout the school year. 12% of the students enrolled in the first grade and participating in the pilot project were referred to the team. Table L lists the students referred to the team, the reason for the referral, and the result of the intervention. The establishment of the team and the development of a procedure for referrals also resulted in an increase of student referrals at all grade levels.

TABLE L

Student	Reason for Referral	Result of Intervention
42	Carry-over case from '74-75 school year; Visual problem; Hyperactive.	Placement in phonics program. Recommendations for strategies to insure "overlearning."
50	Immature, poor peer relationships; Incomplete independent assignments; Poor attitude.	Classroom strategies designed to increase output. Behavior management techniques; Counseling in area of self-concept. Conference with parents for carry-over of strategy at home.
57	Minimal progress; Poor attitude; Moody.	Maintained in visual program with some modification; Plan to monitor progress and retest for possible visual approach placement.
61	Reversing most letters; Left-right confusion; Progress not commensurate with ability.	Student was transferred to phonics program. Recommended for multi-sensory input; Provision for "overlearning."
71	Inability to work independently; Difficulty sitting still and following directions.	Individualized plan; Behavior management; Small increments of work; Auditory remediation.
79	Lack of progress in the phonics program.	Student was transferred to visual program. Remediation for visual and auditory memory.

TABLE L (cont.)

Student	Reason for Referral	Result of Intervention
90	Grade one repeat; Lack of progress and poor attitude.	Tutor assigned to reinforce basic skills in math and reading on an individual basis.
91	Not functioning at Grade One level; Spanish speaking home.	Placement in visual program despite some visual perception weakness because of stress on meaningful language; Assign tutor to develop basic skills and work on sight vocabulary; Plan to re-evaluate for possible phonics program in Grade Two.
92	Low functioning; Transfer to Flynn due to minimal progress; Immature.	Provision for tutor to work on specific objectives for developing readiness skills; Review for possible repeat of Grade One. (Child repeated)
93	Observed as unable to function during initial screening.	Placement in Special Education. Plan to re-evaluate in one year for possible mainstreaming.
94	Low functioning individually and in a group; Inability to relate meaningfully with peers.	Provision for tutor to work with specific objectives on readiness level; Small group and individual instruction; Part time placement in Kindergarten. Lack of progress in spite of intervention resulted in Special Education placement on 3/6/76.

2. A screening program was developed and implemented which would aid in identifying each student's strength and/or weakness for the purpose of instructional grouping. The students were tested over a three day period. Tests were administered in groups of 10 or 12. Two teachers administered a test for each group: one teacher giving directions; one teacher recording behaviors. As a result of the screening program, students were identified as being appropriate candidates for the traditional phonics approach or the visual approach to reading. The screening program also enabled us to identify children exhibiting behavior indicative of possible learning or behavior problems requiring further evaluation, and students who would be appropriate candidates for the small group remedial instruction program. As part of the screening program, an observation checklist was developed. This was utilized during the screening program by the second classroom teacher assigned to each room during testing. The observation checklist allowed for the identification of students having difficulty following directions, sitting still, focusing on a task, and completing a task. Also, students were identified as having possible sight and hearing problems. The screening program accomplished the goal of identifying student problem areas as early as possible in the child's educational experiences.

3. Upon completion of the screening program, the DPT

assigned to the Flynn School provided the expertise needed to properly interpret test results and the observed behavior of each child. In an informal workshop session, classroom teachers were able to identify the learning strengths and weaknesses of each student based upon the results obtained during the screening program.

4. For those students identified as needing an alternative to the phonics approach, a visual reading program was developed and implemented. Since this program was to be based upon the identified strengths of the students, the program was developed throughout the school year. The objectives developed and the time frame for their completion were estimated. It was very difficult to implement successfully a program not fully developed prior to implementation. This was not an ideal situation. As a result, it will be necessary to further refine and revise the visual program for the 1976-77 school year.

5. A remedial program was developed in the areas of basic concepts, auditory perception, visual perception, and language development. Small group instruction was provided to approximately forty students identified as having a deficit in one of the above areas. The DPT assisted the classroom teacher in the development of the remedial program with regard to the purpose of each group and the materials and methods to be utilized.

6. The Maxi II effort resulted in the identification of learning strengths and weaknesses among first grade students at the Flynn School. It also resulted in the development and implementation of individualized programs designed to meet the identified needs. As a result of the above, it was necessary to provide training for teachers implementing the programs. This was accomplished by assigning the DPT to coordinate the development of each individual plan and its implementation. It was her responsibility to assist the classroom teacher in developing plans and providing the necessary training for effective implementation. The above, plus the training provided classroom teachers during the previous school year as a result of my Maxi I effort, Staff-Development Program, enabled classroom teachers to effectively implement instructional plans developed to meet the individual needs of students. This service was also provided classroom teachers at all grade levels. As a result of referrals to the Pupil Personnel Team, students were identified with special needs. With the assistance of the DPT, individual programs were developed. The classroom teacher was also provided with the necessary training to fully implement the plan. An example of this was the implementation of a remedial program for 5th grade students identified as needing remedial instruction in the area word attack skills. The DPT provided the teacher with the necessary training and materials to implement the program.

7. The remedial program necessitated the use of instructional aides in the first grade pilot project. Each classroom teacher was assigned a group of children for remedial instruction. In order to provide extensive remediation, it was necessary to remove those children not in the remedial program from the classroom. Also, it was necessary to provide these children with meaningful activities during this period. This was accomplished by assigning four instructional aides to the first grade during the remedial period. Training was provided by the DPT in the areas of selecting and developing learning activities to be used for enrichment with small groups of children.

8. During the school year several activities were planned and implemented to make parents aware of the needs of their children and the degree to which the school could assist parents in responding to their needs. In order to accomplish this goal, the school sponsored a Parent Orientation Session, Reading Workshop, Parent Conferences, and an Open House. During these events, parents were informed of the programs at the school and the staff and services available in meeting the needs of students. Parents were also informed as to their role in working with the school to meet the needs of their children. The programs were effective in providing parents with sufficient information regarding school services and programs. A more formalized program is needed, however, in providing parents with information as to what they should do in meeting the needs of their children.

SUMMATIVE EVALUATION

The First Grade Pilot Project was evaluated in terms of student performance. Pre and post test scores were compiled in evaluating the effectiveness of the student placement and student remediation components of the program. Also, standardized test results were compared with a control group to determine the effects of the program on reading achievement. The entire first grade population was included in the Flynn sample. It was necessary to test all Flynn students for purposes of determining appropriate placement. A control group was selected from a neighboring elementary school. A sample population of 19 students were randomly selected to participate. This is approximately one third of the first grade enrollment at the neighboring school. This evaluation includes data on the comparative performance of Flynn students and those in the control group.

A second component of this evaluation includes data on the effectiveness of this effort in the areas of parent involvement and parent participation in the education of their children. Parent questionnaires were utilized in determining the effectiveness of the Parent Orientation Session, the Parent Reading Workshop, and Parent Conferences. The evaluation also includes data as to the success of this effort in implementing the program on a continuing basis at Flynn and its dissemination to other schools in the city of Providence.

Table 1 includes data on students identified as appropriate candidates for the auditory reading program. Pre and post test results are compared in the areas of auditory blending and auditory discrimination. In auditory blending, pretest results indicate 16.4% of the students tested scoring in the high range, 34.3% scoring in the medium plus range, 40.3% scoring in the medium range, 4.5% scoring in the medium minus range, and 3% scoring in the low range. The posttest results indicate 75% of the students tested scoring in the high range, 17.9% scoring in the medium plus range, 3.6% scoring in the medium range, 1.8% in the medium minus range, and none scoring in the low range. The pre-post test results indicate educationally significant gains in the area of auditory blending skills. An increase of 58.6% of the students scoring in the high range validates the materials utilized in the auditory program as being appropriate for students identified as auditory learners. It should also be noted that 73.2% of the students tested increased at least one grade range on the posttest. In auditory discrimination, pretest results indicate 47% of the students tested as scoring in the high range, 21.2% scoring in the medium plus range, 22.7% scoring in the medium range, 4.5% scoring in the medium minus range, and 4.5% scoring in the low range. The posttest results indicate 69% of the students tested scoring in the high range, 20.7% scoring in the medium plus range, 6.9% scoring in the medium

range, none scoring in the medium minus range, and 3.4% scoring in the low range. The pre-post test results indicate educationally significant gains in the area of auditory discrimination. It also should be noted that 76% of the students tested increased at least one grade range on the posttests administered in the area of auditory skills. Table 2 lists the percentage increase in scores on the auditory discrimination tests and compares them to the auditory discrimination scores of the control group. As indicated, the control group increased its percentage scoring in the high range from 42.9% to 47.1%. This was an increase of approximately 5% as compared to the 22% gain by the experimental group. Also, it should be noted that 64% of the students in the control group posted an increase in the pre-post test results as compared to 74% in the experimental group. The 64% and 74% figures represent increases in range score and also those students scoring in the high range on both the pre and post test. The above results indicate the successful implementation of a screening program aimed at identifying auditory learners and placing them in an appropriate auditory reading program.

TABLE 1

Student Identification	Auditory Blending		Auditory Discrimination	
	Pre	Post	Pre	Post
1	M+	H	M+	H
2	M	M	H	H
7	H	H	H	M+
9	M+	M	H	M
10	M	H	M+	H
11	M	H	M+	M+
12	M+	H	M+	H
13	M	M+	H	H
14	M+	M+	H	H
15	M	--	H	--
16	M	H	M	H
17	M+	H	M	H
18	H	H	M+	H
19	M	--	M	--
20	M	M+	L	M+
22	M	H	H	H
25	M	H	M+	H
26	M+	H	H	M+
28	M+	H	M-	M
29	M	M+	M	M+
30	M	M+	M+	H
31	M+	H	M+	M+
32	M	H	H	H
33	M+	--	M	--
34	H	H	H	M+
35	M+	M+	H	M+
36	M	H	M	H
37	M+	H	H	H
38	H	M+	M	H
39	M+	H	H	M
40	M	H	M	H

TABLE 1 (cont.)

Student Identification	Auditory Blending		Auditory Discrimination	
	Pre	Post	Pre	Post
41	M	H	M	L
42	L	--	M	L
43	M	H	M+	H
44	M-	M	M+	M+
45	M	--	M-	H
46	H	H	H	H
47	M+	H	H	H
50	M	H	M	H
51	M	H	L	M+
52	L	M	L	M-
53	M	M-	M+	M+
54	H	H	H	H
55	M	H	H	M
56	M+	H	H	H
57	M	--	H	--
58	M+	H	H	H
60	M	H	M-	H
61	M	M+	H	H
62	H	H	H	H
65	M+	M+	None	H
66	H	H	H	H
67	H	H	H	H
68	H	H	H	H
70	M+	H	H	H
72	M	H	H	H
73	H	H	M+	H
74	M+	H	M	H
76	M	--	M+	--
77	M+	M+	M+	H
78	M+	H	H	M+
80	M+	H	H	H
81	M	H	H	H
82	M+	H	M	H
83	M+	--	H	--
84	M-	--	M	--
85	M-	--	M	--

TABLE 2

Auditory Discrimination

Experimental Group	Pre-Test (N=66)	Post-Test (N=59)	Difference
High Range	47%	69%	+ 22%
Medium Plus Range	21.2%	20.7%	.5%
Medium Range	22.7%	6.9%	15.8%
Medium Minus Range	4.5%	-0-	4.5%
Low Range	4.5%	3.4%	1.1%
Control Group	(N=19)	(N=19)	
High Range	42.9%	47.1%	+ 4.2%
Medium Plus Range	1.4%	35.3%	33.9%
Medium Range	7.1%	5.9%	1.2%
Medium Minus Range	14.3%	5.9%	8.4%
Low Range	7.1%	-0-	7.1%

Auditory Blending

Experimental Group	Pre-Test (N=67)	Post-Test (N=57)	Difference
High Range	16.4%	73.7%	+ 57.3%
Medium Plus Range	34.3%	17.5%	16.8%
Medium Range	41.8%	7%	34.8%
Medium Minus Range	4.5%	1.8%	2.7%
Low Range	3.0%	-0-	3.0%

(Scores were not available for Control Group in Auditory Blending.)

Table 3 includes data on students identified as appropriate candidates for the visual reading program. Pre and post test results are compared in areas of visual discrimination and visual perception memory. In visual discrimination--letter form, pretest results indicate 14.3% of the students tested scoring in the high range, 28.6% scoring in the medium plus range, 50% scoring in the medium range, none scoring in the medium minus range, and 7.1% scoring in the low range. This is compared to the posttest results of 80% of the students scoring in the high range and 20% scoring in the medium high range. There was a great increase in the pre-post test results indicating an educationally significant difference. In the visual discrimination--word form, pretest results indicate no students scoring in the high range, 14.3% scoring in the medium plus range, 57% scoring in the medium range, 14.3% scoring in the medium minus range, and 7.1% scoring in the low range. This is compared to the posttest results of 50% of the students scoring in the high range, 30% scoring in the medium plus range, and 20% scoring in the medium range. Again the results indicate an educationally significant difference in the pre-post test results. In visual perception memory, pretest results indicate no students scoring in the high range, 28.6% scoring in the medium plus range, 42.9% scoring in the medium range, 14.3% scoring in the medium minus range, and 14.3% scoring in the low range. The posttest

results indicate 70% of the students tested scoring in the high range, 20% scoring in the medium plus range, and 10% scoring in the medium range. The pre-post test results indicate educationally significant difference. In each of the tests administered to measure visual skills, students improved greatly. The results validate the materials and methods utilized as appropriate for visual learners. Table 4 includes data for a Posttest Only Control Group Design. It includes information on the percent of students scoring in each range on the visual tests. The control group results are compared to the experimental group. As indicated by the results, students in the experimental group scored in the upper ranges on each test. There was a much smaller variance in scores indicating some success in the efforts made to identify weaknesses and provide individual programs.

TABLE 3

Student Identification	Visual Discrimination				Visual Perception Memory	
	letter form		word form			
	Pre	Post	Pre	Post	Pre	Post
3	M+	--	M-	--	M+	--
4	M+	H	M+	H	L	H
6	M	M+	M	M	M	M+
8	H	M+	M	M+	M	H
21	H	H	M	M+	M	M+
24	M	H	M	M+	M+	H
27	M	H	L	H	L	H
48	M	H	M	M	M-	M
49	L	H	M	H	M	H
63	M	--	M	--	M+	--
64	M+	--	M+	--	M+	--
69	M	H	M-	H	M	H
71	M+	H	M	H	M-	H
79	M	--	M-	--	M	--

TABLE 4

Posttest Design Evaluation

	Experimental Group - N=14	Control Group - N=19	Difference
Visual Discrimination			
Letter Form			
High	80%	64%	16%
Medium Plus	20%	11.8%	8.2%
Medium	-0-	11.8%	-11.8%
Medium Minus	-0-	5.9%	-5.9%
Low	-0-	5.9%	-5.9%
Word Form			
High	50%	41.2%	8.8%
Medium Plus	30%	29.4%	.6%
Medium	20%	5.9%	14.1%
Medium Minus	-0-	11.8%	-11.8%
Low	-0-	11.8%	-11.8%
Visual Perception Memory			
High	70%	70.6%	-0.6%
Medium Plus	20%	5.6%	14.4%
Medium	10%	23.5%	-13.5%
Medium Minus	-0-	-0-	-0-
Low	-0-	-0-	-0-

Table 5 includes data on students identified as appropriate candidates for the auditory perception remedial group. Pre and post test results are compared in areas of auditory blending and auditory discrimination. In auditory blending, pretest results indicate no students scoring in the high range, 11.1% of the students tested scoring in the medium plus range, 55.6% scoring in the medium range, 22.2% scoring in the medium minus range, and 11.1% scoring in the low range. It should be noted that the test of the one student scoring in the medium plus range was invalidated as he was observed copying. The posttest results indicate 16.7% of the students tested scoring in the high range, 16.7% scoring in the medium plus range, 33.3% scoring in the medium range, and 33.3% scoring in the medium minus range. No students scored in the low range. In auditory discrimination, the pretest results indicate no students scoring in the high range, no students scoring in the medium plus range, 11.1% scoring in the medium range, 11.1% scoring in the medium minus range, and 66.7% scoring in the low range. One student scoring in the high range was not included as he was observed copying, and the test was invalidated. The posttest results indicate 42.9% of the students tested scoring in the high range, 14.3% scoring in the medium plus range, 14.3% scoring in the medium range, and 28.6% scoring in the medium minus range. No students scored in the low range on the posttest. The pre-post test data indicates some gains in the performance of students

TABLE 5

Auditory Perception Remedial Group

Student Identification	Auditory Blending		Auditory Discrimination	
	Pre	Post	Pre	Post
3	M	None	L	None
6	M-	M-	L	M-
9	M+ *	M	H *	M
16	M	H	M	H
20	M	M+	L	M+
45	M	None	M-	H
48	M-	M-	L	H
52	L	M	L	M-
63	M	None	L	None

* Student was observed copying. The test was not valid.

participating in the auditory perception remedial group. The small number of students tested does not allow conclusive statements to be made regarding the value of this remedial group. The results, however, support the continuation of the remedial group to allow for further evaluation.

Table 6 includes data on students identified as appropriate candidates for the visual perception remedial group. Pre and post test results are compared in the areas of visual discrimination, visual perception memory, and copying. In visual discrimination, pretest results indicate none of the students tested scoring in the high range, 12.5% scoring in the medium plus range, none scoring in the medium and medium minus range, and 87% scoring in the low range. This is compared to the posttest results of 37.5% of the students tested scoring in the high range, 12.5% scoring in the medium range, and 50% scoring in the medium range. There is an educationally significant difference in the pre-post test results. In visual perception memory, pretest results indicate none of the students tested scoring in the high and medium plus range, 25% scoring in the medium range, 37.5% scoring in the medium minus range, and 37.5% scoring in the low range. This is compared to posttest results of 50% of the students tested scoring in the high range, 25% scoring in the medium plus range, and 25% scoring in the medium range. No students scored in the medium minus or low range. The pre-post test results indicate educationally significant gains. In copying, the

TABLE 6

Visual Perception Remedial Group

Student	Visual Discrimination		Visual Perception Memory		Copying	
	Pre	Post	Pre	Post	Pre	Post
11	M+	H	M	M+	L	H
27	L	H	L	H	L	M-
28	L	M	L	M+	L	M-
41	L	M+	M-	H	M-	M+
43	L	M	L	H	L	H
50	L	H	M-	H	L	M+
51	L	M	M	M	L	M
57	L	M	M-	M	M-	H

pretest results indicate 25% of the students tested scoring in the medium range and 75% scoring in the low range. On the posttest, 37.5% of the students tested scored in the high range, 25% scoring in the medium plus range, 12.5% scoring in the medium range, 25% scoring in the medium minus range, and no students scoring in the low range. Again, the results indicate educationally significant gains in the post-test results. It should be noted, however, that the small number of students tested does not allow for conclusive findings. Further work must be completed in this area to validate the results of this study.

Table 7 includes data on students identified as appropriate candidates for the language development remedial group. Pre and post test results are compared in the area of language. The pretest results indicate none of the students tested scoring in the high and medium high range, 20% scoring in the medium range, 70% scoring in the medium minus range, and 10% scoring in the low range. On the posttest, 37.5% of the students tested scored in the high range, 50% scoring in the medium plus range, and 12.5% scoring in the medium range. No students scored in the medium minus or low range. The pre-post test results indicate an educationally significant difference between pre and posttest scores. Due to the small number of students tested in this area, however, further evaluation is needed before definitive results can be obtained.

TABLE 7

Language Development Remedial Group

Student Identification	Language Listening/Comprehension	
	Pre	Post
25	M-	H
36	L	M+
42	M-	M
49	M-	M+
60 *	M	H
69 *	M	H
71	M-	M+
76	M-	None
78	M-	M+
88	M-	None

* Students were placed in this group based upon their Spanish speaking background.

Table 8 includes data on students identified as appropriate candidates for the basic concepts remedial group. The pre-post test results indicate educationally significant gains among students participating in the remedial program. Seventy percent of the students tested in the experimental group scored in the ninetieth percentile or above on the posttest. This is compared to only 12.5% of the students tested in the control group. The positive results strongly indicates that first grade students can improve their skills in basic concepts with extensive remediation. Continued evaluation in this area will be conducted during the 1976-77 school year to further validate these findings.

The final area of this evaluation is in the parent component of the program. Questionnaires were distributed to parents of first grade children. Thirty-five percent of the parents responded to the questionnaire. Parents were asked to respond to the following questions:

1. Did the Parent Orientation Program provide you with adequate information about the Flynn School and the First Grade Program?

2. Did the Parent Reading Workshop provide you with adequate information about your child's reading program?

3. Did the Parent Conferences provide you with adequate information about your child's progress?

Ninety-six percent of the parents responding to the three questions answered yes. Also, many parents commented on the program, indicating complete approval and satisfaction.

TABLE 8

Basic Concepts Remedial Group

Experimental Group

Student Identification	Basic Concepts	
	Pre	Post
2	65%	90%
22	65%	97%
26	70%	85%
40	35%	97%
43	50%	99%
55	55%	90%
56	65%	85%
60	50%	95%
61	70%	97%
81	65%	85%

Control Group

4	55%	55%
5	55%	55%
11	45%	65%
15	50%	85%
20 *	55%	97%
36 *	50%	85%
44 *	50%	80%
51 *	70%	75%

* Students selected for Control Group from the Flynn School.

The major goal of this project was to increase the level of achievement in reading of first grade students at the E. W. Flynn Model Elementary School. This goal has been achieved. Table 9 includes data on the California Achievement Test. The test was given to students to measure their grade level in the area of reading. The results indicate 14.6% of the students in the experimental group scoring below reading level, 41.5% scoring on level, and 43.9% scoring above level. These scores were compared to the previous Flynn first grade class. The table indicates 18% of the students scoring below level, 51% scoring on level, and 30.8% scoring above level. The table also compares these results to those of the neighboring school utilized as a control group during this study. The results indicate 66.7% of the students in the control group scoring below level, 33.3% scoring on grade level, and no students scoring above grade level. As indicated in table 9, the Flynn experimental group had fewer students scoring below level and 13.1% more students scoring above grade level than the Flynn control group. The results were indicative of the overall Flynn program aimed at identifying needs and developing programs to meet the need. This is further substantiated when comparing the experimental group with the control group from the neighboring school. Again, the Flynn students performed at a higher level in the number of students scoring on and above level.

TABLE 9

Posttest Control Group Design

California Achievement Test

	Experimental Group	Control Group 1 Flynn Test Results--1975	Control Group 2 Neighboring School
Below Grade Level (1.2)	14.6%	18%	66.7%
On Grade Level (1.2 - 2.2)	41.5%	51%	33.3%
Above Grade Level (2.2 & Above)	43.9%	30.8%	-0-

Based upon the results reported in this evaluation, the E. W. Flynn Model Elementary School will continue the program during the 1976-77 school year. During this period, further evaluation will be conducted in an attempt to validate the findings. Also, modifications will be made in the parent component based upon the suggestions of parents as stated in the parent questionnaires. As of the writing of this report, two elementary schools in the city of Providence are interested in implementing several aspects of the program. Also, the Special Education Department is presently studying the concept of a system-wide screening program. The information obtained from this Maxi will be utilized in developing this program.

APPENDIX A

REFERRAL TO PUPIL PERSONNEL TEAM

DATE:_____

Pupil's Name:_____Address:_____

Grade_____Room_____D.O.B._____

Referred by:_____

1. Describe the specific behavior (social or academic) that led to this referral:

2. Describe the methods you have tried to solve the problem:

3. What do you see as this student's particular strengths:

4. Other comments:

APPENDIX B

PARENT/TEACHER CONFERENCE

Student's Name_____ HR_____

Quarter Report_____
Date

Language Arts - Reading Comment:

Behavior Mark Effort Mark

Mathematics Comment:

Behavior Mark Effort Mark

Penmanship-Spelling Comment:

Behavior Mark Effort Mark

Social Studies Comment:

Behavior Mark Effort Mark

Approved: Anthony J. Tutalo, Principal

_____
Parent's Signature

APPENDIX C

SPECIALIST FORM

Dear Specialist:

_____ has recently been referred to the Pupil Personnel Team by his classroom teacher. In order for us to have a more complete assessment of this child, we would appreciate your comments with respect to social and academic performance.

Please complete this form and return it to the PPT information basket by _____.

APPENDIX D

1. Child Development Center - Rhode Island Hospital - The Child Development Center provides services to children with developmental disabilities. Programs and services are funded through grants from the Rhode Island Department of Health, HEW, and several private foundations. There is no fee for services which makes it a valuable resource for inner city schools. Referrals to the Center may also be made by a physician, parent, or other agency by submitting a letter describing the child's problem and the reason for the referral. The referrals are reviewed by an admissions committee of several staff members to determine if the child will benefit from an evaluation. The following professionals are available at the Child Development Center.

1. Audiologist
2. Genetic Counselor
3. Neurologist
4. Nurse
5. Nurse's Aide
6. Nutritionist
7. Occupational Therapist
8. Pediatrician
9. Physical Therapist
10. Psychiatrist
11. Psychologist
12. Social Worker
13. Special Education Consultant
14. Speech & Language Pathologist [4]

2. Family Service, Inc. - It is a non-profit social agency of skilled professionals available to the Rhode Island

4. The Child Development Center--Rhode Island Hospital - Information Booklet.

community. The purpose of this agency is to strengthen and improve family and individual relationships through counseling, education, and community services. Individual growth, family strength, and a responsive community are the goals established by this agency. Applicants may be residents of any state and are accepted regardless of race, creed, or economic status. Referrals are made through private, local, or state agencies. The costs of the services are charged on the basis of individual or family income and the ability to pay. The following functions are performed by Family Service.

1. Family Counseling
2. Family Life Education
3. Marriage Counseling
4. Parent-Child Counseling
5. Group Counseling
6. Individual Counseling
7. Community Services and Referral [5]

3. The Rhode Island College Learning Center - The Learning Center of Rhode Island College is a multidisciplinary training center for students. It is also a community resource center offering diagnostic, prescriptive, and remedial services to clients with learning difficulties. There is a $50.00 fee for diagnostic evaluations. However, no one is denied services for lack of ability to pay. Applicants come from

5. Family Strength Through Family Service - Information Booklet.

Rhode Island and nearby Massachusetts. Students are referred by the school or by the parent. Clinical activities are performed by students from a variety of disciplines under the supervision of college faculty. The following academic departments of the college participate in the Learning Center program:

a. Psychology - Diagnostic Psychological Testing; Family Process Interviewing.

b. Elementary Education - Diagnostic Reading Evaluation; Diagnostic Mathematics Evaluation.

c. Special Education - Learning Disabilities Screening.

d. Sociology and Social Work - The Center is a field placement for the Social Work Program.

e. Counsellor Education - Short-term counselling in selected cases.

Extensive social and educational histories are developed at the Learning Center. This is accomplished through interviews with parents, educational evaluations and classroom observations. Upon completion of the diagnostic evaluation, a remediation conference with teachers to discuss remedial strategies is held. Also, a follow-up session with parents is planned to discuss recommendations. The Center may also collaborate with other social agencies so as to better coordinate multiple services that may be required.

4. Providence School Clinic - The School Clinic is funded by the Federal Government under Title I of the

Elementary Secondary Education Act. It is a mental health agency providing remedial services to eligible children and their families in the form of psychiatric, psychological, medical and social programs. The major thrust of the Clinic is to prevent the development of deviant behavior and associated learning problems and to remediate existent emotional and physical problems. The children accepted by the Clinic receive a diagnostic evaluation and treatment by the Clinic staff. Also, recommendations are made for implementation at the school level. A major portion of Clinic services are provided in the school. Treatment of the learner's diagnosed problem is implemented according to the following procedure.

a. Consultation with the regular classroom teacher by the social worker and by the teacher specialist and psychologist when necessary.

b. Consultation by psychiatric social worker with the parents as required.

c. Play Therapy.

d. Intensive Casework.

e. Group Therapy.

The following staff are available at the Providence School Clinic.

a. Coordinator
b. Psychologist
c. Psychiatric Social Workers (4)
d. Psychiatrist (part-time)
e. Pediatrician (part-time) 6

6. Title 1, ESEA, 1965, Application for Grant to Meet the Special Educational Needs of Educationally Deprived Children.

5. Other - The remaining community agencies utilized by the Pupil Personnel Team include Youth Guidance, Child Welfare Services, and the Student Relations Office of the Providence School Department. These agencies are available to assist the school in meeting the needs of children having adjustment problems in the school which are related to serious home difficulties.

APPENDIX E

Table 1. Classification of BTBC Concepts[a] [7]

	Concept	Context Category			
		Space	Quantity	Time	Miscellaneous
1	Top	x			
2	Through	x			
3	Away from	x			
4	Next to	x		*	
5	Inside	x			
6	Some, not many		x		
7	Middle	x		*	
8	Few		x		
9	Farthest	x		*	
10	Around	x			
11	Over	x			
12	Widest		x		
13	Most		x		
14	Between	x		*	
15	Whole		x		
16	Nearest	x		*	
17	Second	*	x	*	
18	Corner	x			
19	Several		x		
20	Behind	x			
21	Row	x			
22	Different				x
23	After	*		x	
24	Almost		x		
25	Half		x		
26	Center	x			
27	As many		x		
28	Side	x			
29	Beginning	*		x	
30	Other				x
31	Alike				x
32	Not first or last	*	x	*	
33	Never			x	
34	Below	x			
35	Matches				x
36	Always			x	
37	Medium-sized		x		
38	Right	x			
39	Forward	x			
40	Zero		x		
41	Above	x			
42	Every		x		
43	Separated	x		*	
44	Left	x			
45	Pair		x		
46	Skip				x
47	Equal		x		
48	In order	x			
49	Third	*	x	*	
50	Least		x		

[a] X's indicate the context category of each concept as it is tested by the *BTBC*; asterisks indicate additional contexts in which the concepts may be employed. For example, the concept of *beginning* (item 29) is used in the context of time on the *BTBC*, but it may also be used to express relationships involving space.

7. Ann E. Boehm, Boehm Test of Basic Concepts Manual, Forms A & B, 1971 Edition, Page 15.

APPENDIX E

TEST BEHAVIOR CHECKLIST

Code: ✓ possible problem - 1-2 times; mild intensity and duration

\+ definite problem - 3 times; mod. to severe intensity and duration

	Name
1. Uncooperative; refuse to participate	
2. Hesitant to respond	
3. Seeks constant reassurances	
4. Cried	
5. Excessive erasures; corrections	
6. Frequently looks at the work of other students	
7. Asks for repetition of directions	
8. Looks confused regarding directions	
9. Did not follow directions	
10. Asked irrelevant questions	
11. Easily distracted from task	
12. Evidenced frustration; anger	
13. High level of activity	
14. Rubbed eyes	
15. Squinted at distant stimuli	
16. Worked close to paper	
17. Had difficulty turning paper	
18. Awkward pencil grip	
19. Dropped pencil/crayon	
20. Difficulty moving marker	
21. Left-handed	

Additional observations and comments regarding behavior (thumb sucker, restless, etc.)

APPENDIX F

REGISTRATION BLANK - PROVIDENCE PUBLIC SCHOOLS

Last Name_____ First Name_____ Middle Name_____

Race_____ Place of Birth_____ Date of Birth_____

Vaccination_____ Birth Certificate_____ Aff._____ Passport_____

Baptismal_____ Home Address_____

Telephone Number_____ Emergency Telephone Number_____

Name of Father or Guardian_____

Father's Birthplace_____ Father's Date of Birth_____

Citizen_____ Mother's Maiden Name_____

Mother's Date of Birth_____ Mother's Place of Birth_____

_____ Citizen_____ Father's Occupation_____

_____ Place of Employment_____

_____ Telephone Number_____

Mother's Occupation_____ Place of Employment_____

_____ Telephone Number_____ Citizen_____

Has child ever attended a Providence Public School?_____

Former residence address_____

What school is child coming from?_____

APPENDIX F

September 9, 1975

Dear Parents:

It is now necessary to devise a contingency program to deal with any emergency situation--such as power failure, heavy storm warnings, or lack of heat--which might require the school to close before the end of the normal school day.

On this form you can state where your child is to be sent if such an early dismissal should become necessary. Please give the full name and address of any relative or neighbor who might be called upon for this purpose.

Thank you for your cooperation. You should contact that person and inform your child where he/she is to go in the event of an early school closing. If at all possible, it should be close to your home so that your child can walk from his/her stop.

Anthony J. Tutalo
Staff Education Coordinator

- -

EMERGENCY FORM

Student's Name_____Grade_____

Homeroom No._____ Date_____

Pertinent information necessary to locate you in case your child becomes ill during the school day.

Home Telephone No._____
Father's Employment_____
Father's Business No._____
Mother's Employment_____
Mother's Business No._____
Home Address_____

Name of person other than yourself to be notified in case of emergency:

Name_____Relationship_____

Address_____Tel. No._____

_____
Parent's Signature

DEPARTMENT OF PUBLIC SCHOOLS
Providence, Rhode Island

HEALTH HISTORY

ear Parent: Date _____

ill you please fill in this form so that we may use the information in the uidance of your child.

Name _____ Address _____ Tel.No. _____
irthplace _____ Birthdate _____ School _____ Grade __
amily Physician _____ Tel.No. _____ Dentist _____ Tel.No. __
Name & Address of responsible person other than parent who may be contacted in an emergency _____ Tel.No. _____
ather's Business Address _____ Tel.No. _____
Mother's Business Address _____ Tel.No. _____

MEDICAL HISTORY

heck diseases child has had:

	Check
Chicken Pox	____
erman Measles(Rubella)	____
easles	____
Mumps	____
neumonia	____
heumatic Fever	____
Scarlet Fever	____
uberculosis	____
hooping Cough	____
Others (state)	____

IMMUNIZATIONS & TESTS

Give year child had immunizations and tests

	Year
Measles Vaccine	____
Rubella Vaccine	____
Mumps Vaccine	____
Smallpox	____
Tuberculin Skin Test	____ Pos.,Neg.*
Chest X-Ray	____ Pos.,Neg.*

*check results

	Year First Given	Year Last Booster
Diphtheria Vaccine	____	____
Tetanus Vaccine	____	____
Whooping Cough	____	____
Poliomyelitis	____	____

edical Conditions Does child have any of the following? Please check

Asthma _____
czema _____
nvulsions _____
Headache _____
"Spells" _____
iabetes _____
Frequent Sore Throats _____
Kidney Trouble _____
Heart Trouble _____
Hearing Problem _____
Vision Problem _____
Speech Problem _____
Others _____

perations or Serious Illness - _____ Year ____

Accidents or Injuries _____ Year ____

ive Any Additional Health Information Which You Feel Would be Helpful. Use Back of Form If Necessary _____

Medication - Is Child on medication? Yes____ No ____
Reason for medication _____
Name of medication _____
Physician ordering medication _____
Time and amount taken _____

ETURN THIS FORM ON FIRST DAY OF SCHOOL MADE OUT AS COMPLETELY AS POSSIBLE.

ignature of Parent _____

2472

CHILD'S MEDICAL -- SOCIAL HISTORY

	YES	NO
I. MEDICAL		
A. Does your child have any of the following:		
Chronic Illness (asthma, heart disease, etc.) Comment	____	____
Hearing Loss Comment	____	____
Limited Vision Comment	____	____
History of High Fever Comment	____	____
History of Lead Poisoning Comment	____	____
PLEASE NOTE ANY SERIOUS ACCIDENT OR ILLNESS NOT MENTIONED ABOVE.		
B. Health Habits		
Does your child eat well?	____	____
Does your child sleep well?	____	____
PLEASE NOTE ANY OTHER ITEMS OF SIGNIFICANCE NOT MENTIONED ABOVE.		
C. Birth and Early Development		
Was your child premature? Comment	____	____
Was the delivery normal? Comment	____	____
Is there anything significant in your child's pre-natal history? Comment	____	____
Did your child walk at a normal age? Comment	____	____
Did your child talk at a normal age? Comment	____	____
PLEASE NOTE ANY OTHER ITEMS OF SIGNIFICANCE REGARDING YOUR CHILD'S BIRTH AND EARLY DEVELOPMENT.		

	YES	NO
II. Social		
Does your child:		
Get along with brothers and/or sisters?	____	____
Get along with other children his/her own age?	____	____
Enjoy companionship?	____	____
Does your child:		
Prefer solitary play?	____	____
Prefer the company of adults?	____	____
Have reasonable self-control?	____	____
Cry easily?	____	____
Have frequent nightmares and/or unusual day-time fears?	____	____

PLEASE NOTE ANY OTHER ITEMS OF SIGNIFICANCE REGARDING YOUR CHILD'S SOCIAL DEVELOPMENT.

Is your child known to any of the following:		
Rhode Island Hospital Pediatric?	____	____
Child Development Center?	____	____
Meeting Street School?	____	____
Child Development Study?	____	____

PLEASE NOTE ANY OTHER.

_____
Child's Name

_____ _____
Date Parent's Signature

APPENDIX G

Student Identification	Visual Discrimination		Visual Perception Memory
	letter form	word form	
1	H	M	M
2	M	M	M-
7	H	H	H
9	M	L	M
10	M+	M+	M
11	M+	M+	M
12	H	H	M
13	M+	M	M
14	M-	M-	L
15	M+	M	H
16	M+	L	L
17	M-	L	M+
18	H	M+	M
19	M+	M-	L
20	M	M	L
22	H	M	M
25	M-	M	M
26	L	L	M
28	L	L	H
29	M+	L	M
30	M-	L	M
31	H	M+	H
32	H	M	H
33	L	L	M
34	H	M+	H
35	H	H	H
36	M	M-	M-
37	M+	M+	M-
38	M+	M	M+
39	H	M	M
40	M+	M-	M
41	L	L	M-
42	M-	M-	M-
43	M	L	L

APPENDIX G

Student Identification	Visual Discrimination		Visual Perception Memory
	letter form	word form	
44	M-	M-	M-
45	L	L	M
46	M	M	M+
47	H	H	M
50	L	L	M-
51	L	L	M
52	L	L	M+
53	L	M	M
54	H	H	M+
55	M-	M-	L
56	M-	L	M
57	L	M-	M
58	L	M+	M+
60	M+	M	M
61	H	M+	H
62	M	M	M
65	H	M+	L
66	M	M-	H
67	H	M	H
68	H	M	M
70	M	M-	H
72	H	M+	M
73	H	H	M+
74	M	M	H
76	M-	M	M
77	M+	M	M-
78	H	M	H
80	H	H	H
81	M	L	M
82	M+	M	M
83	M	M+	H
84	M+	L	M
85	L	L	L

APPENDIX G

Student Identification	Auditory Blending	Auditory Discrimination	Auditory Sequencing
3	M	L	H
4	M	M	None
6	M-	L	M
8	M	M-	M-
21	M-	M	M
24	M-	H	H
27	M-	M	M-
48	M-	L	M
49	M-	M-	M+
63	L	M	H
64	H	M	M
69	L	M	L
71	M-	M-	M-
79	M+	M	M+

APPENDIX G

Boehm Test of Basic Skills

Experimental Group

Student Identification	Pre-Test	Post-Test
1	90%	95%
2	65%	65%
3	85%	97%
6	45%	85%
7	99%	99%
8	60%	97%
9	40%	80%
11	75%	97%
12	97%	97%
13	85%	90%
15	80%	97%
16	60%	80%
17	75%	90%
18	97%	99%
20	55%	97%
21	85%	97%
22	65%	97%
24	80%	99%
25	60%	65%
26	70%	85%
27	20%	95%
29	15%	60%
30	85%	90%
31	85%	90%
32	95%	97%
33	97%	97%
35	97%	99%
36	50%	85%

APPENDIX G

Student Identification	Pre-Test	Post-Test
37	85%	99%
38	65%	97%
39	85%	97%
40	35%	97%
41	20%	40%
42	40%	35%
43	50%	99%
44	50%	80%
46	97%	99%
47	95%	97%
49	50%	85%
50	None	97%
51	70%	75%
53	None	75%
54	85%	97%
55	55%	90%
56	65%	85%
57	75%	85%
58	95%	95%
60	50%	95%
61	70%	97%
62	90%	97%
63	None	95%
64	85%	99%
65	90%	99%
66	97%	99%
67	95%	99%
68	97%	99%
69	85%	85%
70	99%	99%
71	None	65%
72	97%	99%
73	97%	99%
74	97%	99%
76	97%	95%
77	97%	99%
78	80%	85%
79	85%	95%
80	95%	99%
81	65%	85%
82	75%	95%
84	90%	85%
86	None	90%
87	None	99%
88	None	99%

GOALS: By the conclusion of the school year, 90% of the children will:

--have mastered a sight vocabulary of between 70 to 250 words.

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
y the conclusion of the first cademic quarter: roup I will have mastered a sight ocabulary of 40-45 words roup II will have mastered a sight ocabulary of 15-20 words roup III will have mastered a sight ocabulary of 0-5 words y the conclusion of the second cademic quarter: roup I will have mastered a sight ocabulary of 80-100 words roup II will have mastered a sight ocabulary of 40-45 words roup III will have mastered a sight ocabulary of 15-20 words y the conclusion of the third cademic quarter: roup I will have mastered a sight ocabulary of 170-200 words	Utilization of: Language Experience Stories (Encyclopedia Brittanica Program) (Bank Street Pre-Primer Program) Dolch Picture-Word Cards (Popper Cards) Language Master (Picture-Word Program I) Flash Cards/visual clues Color coding ex: consonants, blue vowels, red Configuration clues ex: ball, ball File card "bank" of mastered sight vocabulary Notebook record of Language Experience Stories	Pre and Post Tests Sight Word List I Sight Word List II Sight Word List III Bank Street First Reader Vocabulary Review and Extended Vocabulary Review p. 326, 327, 328, 329

GOALS: By the conclusion of the school year, 90% of the children will:

--have mastered a sight vocabulary of between 70 to 250 words.

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
By the conclusion of the first academic quarter: Group I will have mastered a sight vocabulary of 40-45 words Group II will have mastered a sight vocabulary of 15-20 words Group III will have mastered a sight vocabulary of 0-5 words By the conclusion of the second academic quarter: Group I will have mastered a sight vocabulary of 80-100 words Group II will have mastered a sight vocabulary of 40-45 words Group III will have mastered a sight vocabulary of 15-20 words By the conclusion of the third academic quarter: Group I will have mastered a sight vocabulary of 170-200 words	Utilization of: Language Experience Stories (Encyclopedia Brittanica Program) (Bank Street Pre-Primer Program) Dolch Picture-Word Cards (Popper Cards) Language Master (Picture-Word Program I) Flash Cards/visual clues Color coding ex: consonants, blue vowels, red Configuration clues ex: ball, ball File card "bank" of mastered sight vocabulary Notebook record of Language Experience Stories	Pre and Post Tests Sight Word List I Sight Word List II Sight Word List III Bank Street First Reader Vocabulary Review and Extended Vocabulary Review p. 326, 327, 328, 329

APPENDIX H

GOALS: By the conclusion of the school year, 90% of the children will:

--have mastered a sight vocabulary of between 70 to 250 words.

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
Group II will have mastered a sight vocabulary of 80-100 words Group III will have mastered a sight vocabulary of 35-50 words By the conclusion of the fourth academic quarter: Group I will have mastered a sight vocabulary of 230-300 words Group II will have mastered a sight vocabulary of 150-180 words Group III will have mastered a sight vocabulary of 70-100 words	Utilization of: Language Experience Stories (Encyclopedia Brittanica Program) (Bank Street Pre-Primer Program) Dolch Picture-Word Cards (Popper Cards) Language Master (Picture-Word Program I) Flash Cards/visual clues Color Coding ex: consonants, blue vowels, red Configuration clues ex: ball, ball File card "bank" of mastered sight vocabulary Notebook record of Language Experience Stories	Pre and Post Tests Sight Word List I Sight Word List II Sight Word List III Bank Street First Reader Vocabulary Review and Extended Vocabulary Review p. 326, 327, 328, 329

APPENDIX H

GOALS: By the conclusion of the school year, 90% of the children will:

--have mastered association of between 8-20 beginning sounds and symbols.

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
By the conclusion of the first academic quarter: Group I will have mastered association of 5-7 beginning sounds and symbols Group II will have mastered association of 2-3 beginning sounds and symbols By the conclusion of the second academic quarter: Group I will have mastered association of 12-15 beginning sounds and symbols Group II will have mastered association of 5-7 beginning sounds and symbols By the conclusion of the third academic quarter: Group I will have mastered association of 18-20 beginning sounds and symbols Group II will have mastered association of 12-15 beginning sounds and symbols	Getting Ready to Read (Houghton Mifflin) Listen and Do Records and Worksheets Letter symbol sound association games: Bingo Concentration Hide and Seek Association and Matching Kinesthetic Alphabet Cards Beginning Sound Boxes containing collections of small items whose names begin with label on the box Note Books prepared by each child with pictures associating beginning sound and symbol (use old magazines, catalogues, etc) Bank Street Readers Readiness Experiences and Preprimers Initial Consonant Games p. 333	Croft Test #P1 Forms A & B

GOALS: By the conclusion of the school year, 90% of the children will:

--have mastered association of between 8-20 beginning sounds and symbols.

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
Group III will have mastered association of 12-15 beginning sounds and symbols By the conclusion of the fourth academic quarter: Group I and II will have mastered association of all (20) beginnings, sounds and symbols Group III will have mastered association of 8-10 beginning sounds and symbols. Order of Presentation: g, m, h, b, s, f, l, d, r, w, c, t, r, y, p, v, v, k, z	"Around the City" Initial Consonant Games p 229-233	Croft Test #P1 Forms A & B

GOALS: By the conclusion of the school year, 90% of the children will:

--demonstrate ability to unlock new words through the use of beginning sounds and context clues with 80-100% accuracy

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
By the conclusion of the first academic quarter: Group I will be able to unlock new words by using 5-7 beginning sounds and context clues Group II will be able to urlock new words by using 2-3 beginning sounds and context clues By the conclusion of the second academic quarter: Group I will be able to unlock new words by using 12-15 beginning sounds and context clues Group II will be able to unlock new words by using 5-7 beginning sounds and context clues Ny the conclusion of the third academic quarter: Group I will be able to unlock new words by using 18-20 beginning sounds and context clues Group II will be able to unlock new words by using 12-15 beginning sounds and context clues	Houghton Mifflin's Getting Ready to Read Lessons: "Using Spoken Context and the First Letter of a Printed Word" Comprehension exercises from any basal or library material which stress "what word makes sense here?" Sentence completion exercises Cognitive skill exercises stressing drawing conclusions	Croft Test #P4 Forms A & B

GOALS: By the conclusion of the school year, 90% of the children will:

--demonstrate ability to unlock new words through the use of beginning sounds and context clues with 80-100% accuracy

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
Group III will be able to unlock new words by using 5-7 beginning sounds and context clues By the conclusion of the fourth academic quarter: Group I will be able to unlock new words by using and beginning sound and context clues Group II will be able to unlock new words by using and beginning sound and context clues Group III will be able to unlock new words by using 8-10 beginning sounds and context clues	Houghton Mifflin's Getting Ready to Read Lessons: "Using Spoken Context and the First Letter of a Printed Word." Comprehension exercises from any basal or library material which stress "what word makes sense?" Sentence completion exercises Cognitive skill exercises stressing drawing conclusions	Croft Test #P4 Forms A & B

GOALS: By the conclusion of the school year, 90% of the children will:

--have demonstrated ability to unlock (decode) new words through use of: familiar visual elemements (word "families," etc) and substitution of initial consonant with 80-100% accuracy.

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
By the conclusion of the first academic quarter: Group I will demonstrate ability to unlock new words by substituting 5-7 initial consonants Group II will demonstrate ability to unlock new words by substituting 2-3 initial consonants By the conclusion of the second academic quarter: Group I will demonstrate ability to unlock new words by substituting 12-15 initial consonants Group II will demonstrate ability to unlock new words by substituting 5-7 initial consonants Group III will demonstrate ability to unlock new words by substituting 2-3 initial consonants By the conclusion of the third academic quarter: Group I will demonstrate ability to unlock new words by sub-	Rhyming Activities Bank Street Readers "Readiness Experiences and Pre-primers" p. 329-332 "Around the City" p. 233-235 "Uptown Downtown: p. 175, 234 Poetry for Children Teacher Resource Book: "Language Experiences in Reading" Level I Encyclopedia Brittanica	Croft Test #P3 Forms A & B

GOALS: By the conclusion of the school year, 90% of the children will:
--have demonstrated ability to unlock (decode) new words through use of: familiar visual elements (word "families," etc) and substitution of initial consonant with 80-100% accuracy.

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
stituting 18-20 initial consonants Group II will demonstrate ability to unlock new words by substituting 12-15 initial consonants Group III will demonstrate ability to unlock new words by substituting 5-7 initial consonants By the conclusion of the fourth academic quarter: Groups I and II will demonstrate ability to unlock new words by substituting 18-20 initial consonants Group III will demonstrate ability to unlock new words by substituting 8-10 initial consonants	Rhyming Activities Bank Street Readers "Readiness Experiences and Preprimers" p. 329-332 "Around the City" p. 233-235 "Updown Downtown" p. 175-234 Poetry for Children Teacher Resource Book: "Language Experiences in Reading" Level I Encyclopedia Brittannica	Croft Test #P3 Forms A & B

GOALS: By the conclusion of the school year, 90% of the children will:

--have mastered all (twenty-six) letter names and forms (alphabet).

SPECIFIC OBJECTIVES	METHODS TO OBTAIN OBJECTIVES	EVALUATIVE PROCEDURES (Performance Criteria)
By the conclusion of the first academic quarter: Group I will have mastered all (26) letter names and forms Group II will have mastered 18-20 letter names and forms Group III will have mastered 10-14 letter names and forms By the conclusion of the second academic quarter Group II will have mastered all (26) letter names and forms Group III will have mastered 18-20 letter names and forms By the conclusion of the third academic quarter Group III will have mastered all (26) letter names and forms	Daily Drill/Flash Cards Kinesthetic Alphabet Cards Letter recognition games: Letter Bingo Concentration Hide and Seek Association Matching upper and lower case letters Use of Body Alphabet Bank Street: Teachers Guide to Readiness Experiences and the Preprimers. pp. 65, 66, 325, 326	Croft Test #R1 Forma A&B Slingerland Pre-Reading Screening: Test #7

APPENDIX I

Monitor Report

June 28, 1976

Dr. Sam O. Kaylin
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

In my capacity as district supervisor for the Edmund W. Flynn Model Elementary School, I have had the opportunity to observe on a first-hand basis the results of Mr. Anthony J. Tutalo's Maxi II effort. It is my opinion that the First Grade Pilot Project implemented by Mr. Tutalo has been eminently successful.

I personally attended several of the parent activities and the initial screening program. After attending these activities and reading the final report of the project, I am convinced that Mr. Tutalo's efforts produced positive results. It is also likely that several components of the project will be implemented at other elementary schools in the city of Providence. There is no question in my mind as to the achievement of objectives as originally set forth by Mr. Tutalo.

I would be pleased to answer any specific evaluative questions you may wish fo refer to me.

Truly yours,

Thomas J. McDonald
Segment Administrator

TJM:gs

APPENDIX I

June 30, 1976

Dr. Sam O. Kaylin
Practicums Department
National Ed.D. Program for Educational Leaders
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

In my capacity as Special Education Administrator for the Providence School Department, I was very much interested in the First Grade Pilot Project implemented at the Edmund W. Flynn Model Elementary School. I attended several meetings with respect to this program and provided resource personnel from the Special Education Department to assist in its implementation.

Mr. Anthony J. Tutalo implemented the pilot project as stated in the Practicum Proposal. He requested and received support from central administration. As a result, a full time Diagnostic Prescriptive Teacher was assigned to Flynn. Also, ten released time days were approved for purposes implementing the parent and screening components of the project. Presently, plans are underway to implement a system-wide screening program in the city of Providence. The pilot project implemented at the Flynn School will be seriously considered when developing the system-wide program.

A First Grade Pilot Project was planned, developed, and implemented at the Flynn School during the 1975-76 school year. Based upon the program evaluation, the project will be continued during the next school year. Also, two additional schools will be studying certain aspects of the project for possible implementation. I feel that this project was successful in meeting its objective.

Sincerely,

John J. McKenna
Planner/Administrator

JMK:cm

APPENDIX I

June 28, 1976

Dr. Sam O. Kaylin
Practicums Department
National Ed. D. Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

In my capacity as Segemnt Administrator for the Providence School Department, I was asked to serve as monitor for the Maxi II Practicum for Anthony J. Tutalo, Providence Cluster.

It is my opinion that Mr. Tutalo performed the work for which he accepted responsibility as stated in the Practicum Proposal. A First Grade Pilot Project was planned, developed, and implemented during the 1975-76 school year. The program will be continued at Flynn during the 1976-77 school year and also will be implemented in varying degrees in several other elementary schools.

After reading the final report, I believe that the pilot project was successful in achieveing its stated goals. The summative evaluation concerning student achievement, although not conclusive, indicates success in the area of student achievement in reading. The positive results certainly indicate the continued implementation of the program. As the program continues, I believe the results will be validated.

Sincerely,

Mary O'Brien
Segment Administrator

ADDENDUM

Parent questionnaires were sent home three days prior to the closing of the school year. This did not allow sufficient time to send a second notice to parents not responding to the first questionnaire. Questionnaires should have been sent home two weeks prior to the closing of the school year. This would have resulted in many more returns. I do feel, however, that the percentage of positive responses would not have significantly changed.